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| *Harcourt Valley Primary School Curriculum Overview* |
| Living and non-living |
| **Year Level:** Prep/One | **Date:** Term 2, 2025 | **Teaching Staff:** Stacey Turner and Katrina Hood |
| **Literacy Activities: Daily*** **Foundation:** of Set 3 – e, r, r, k, Set 4 b, h, l, Set 5 j, w, v Set 6 y, z Set 7 x, qu
* **Grade 1: L**ong Vowel Sounds Set 15 ie, e-e Set 16 ie, y, igh, i-e Set 17 oa, ow, oe Set 18 ph ‘oo’ as in look,
* **Phonemic Awareness Program** - hear and manipulate sounds
* **Word Chaining** to strengthen their blending and segmenting skills.
* R**eading, spelling, and writing words** aloud
* **High-frequency words**
* **Guided Reading** – small group with the teacher developing comprehension strategies while improving **fluency and accuracy**.
* **Daily Handwriting**
* **Recounts and Narratives**.

**Library & Change Readers: Monday** | **Mathematics Activities: Daily****Number** * Counting to 20 and beyond (Foundation)
* Counting to 100 and beyond (grade 1)
* Relationship between adding and subtracting
* Equal and unequal sharing
* Money – exploring the value of coins

**Measurement** * Length
* Capacity
* Mass
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| **Discovery Curriculum: Wednesday 2:30*** What is a living thing?
* What makes a nonliving thing different?
* What do live things need to survive?
* How do plants and animals drink water?
* Is sunlight important?
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| **P.E: Wednesday 12:30**Students will start the term continuing to learn and play the various tabloid sports in preparation for the District Tabloid Sports day. The students will continue to play many of these games throughout the year as warm-ups and minor games to practice fundamental movement skills. Running, particularly pacing and stamina will be a focus across the school as the senior students prepare for cross country. We will then be working on the fundamental movement skills – throwing, catching, striking and kicking. AFL and Touch Football will be the focus sports for the later part of the term. |
| **Art: Thursday 9:00**This term in Art, students will create their own night sky element for our whole school collaborative artwork, a felt galaxy. Students will explore different ideas and colour palettes using the design process. In the second half of the term students will further explore textiles learning how to thread a needle, tie a knot and complete running stitch. Students will look at textile artists including fashion designers, reflecting on the difference between art and craft. Our last unit will look at printmaking processes. Students will view the work of a range of artists and trial stamping and monoprinting techniques. |
| **French: Thursday 11:30**This term, we will review and expand our knowledge of classroom tools and objects, incorporating new vocabulary to describe items and colours. Students will practice describing mystery objects using this vocabulary. We will also continue to engage with the play *La Poule Maboule*, focusing on reciting lines as a class and acting out short scenes using paper puppets. |
| **Music: Tuesday 2:30**This term, students will explore how music can change. They’ll learn to describe sounds that are **loud or soft**, **high or low**, and **fast or slow** using musical words like *forte*, *piano*, *presto*, and *largo*. They’ll be practising how to **feel the beat** and keep in time with others while singing and playing instruments. We’ll also start to explore **how many sounds can fit in a beat** and begin writing simple rhythm patterns from familiar songs. Many students are still finding their singing voices, so we’ll use **games, rhymes, and songs** to help them feel confident exploring different ways their voices can sound. |
| **Homework:** Reading and recording home reading nights. |